



# Batheaston CEVC Primary School

## *Homework Policy* October 2016

### **Introduction**

The school policy for homework was developed and agreed by the whole staff and the policy is due to be approved and ratified by the Governing Body during the 2016-17 academic year.

### **Aims**

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to children and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 children for the transfer to secondary school.

### **What will homework look like?**

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework, there are a number of points to consider:

1. The nature and type of homework changes throughout a child's school career.
2. Amount and frequency of homework should increase as a child gets older but we would ask parents to limit the amount of time spent on homework, according to the suggestions below - it

is about the routine and development of independent working skills rather than time spent on the homework.

3. Homework should not cause undue stress on the child or family. Please do see the class teacher if there are any issues or questions. Time extensions, different ideas and specific support can all be suggested by the teacher.
4. KS2 topic homework will not necessarily come in the form of a written task and children will often be encouraged to decide how to present the information researched, eg labelled diagram, poem, model, pamphlet etc.
5. Homework should be set regularly from the Foundation Stage to Year 6.
6. All research links home reading (and sharing books and reading to your child) to a more successful progression in reading skills for all children. If your child doesn't want to read or if it is difficult to find the time, please do ask school for help. We can work together to support your child at home.

## **Homework Activities**

Listed below is our school's homework programme for each year group. This is by no means an exhaustive list and is open to change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the children involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist children in the process of their academic development.

Year	Class	Activity	Frequency Duration	Feedback
R	Apple	<b>Reading with an adult</b> <i>Books from school or catch-up books for identified children</i>	Daily 15 mins	Parents and Children Together (PACT) book
		<b>Fine-motor / Handwriting</b> <i>Packs for identified children</i>	Weekly	Discussed with parents
		<b>Open-ended topic based work</b> <i>Spring and Summer Termly</i>	Half-termly	Displays or journals
<b>Personalised phonic patterns to practise</b>		Post assessment at termly intervals	Part of routine class assessment	
1	Cherry	<b>Reading with an adult</b> <i>Books from school</i>	Daily 15 mins	Parents and Children Together (PACT) book
		<b>Maths</b> <i>e.g. online maths activity, maths games. A Busy Ants unit newsletter provides optional extra activities</i>	Minimum of one per term	Online feedback or marked in class
2	Willow	<b>Keyword spellings or phonics</b>	Post assessment at termly intervals	Part of routine class assessment
		<b>Reading with an adult</b> <i>Books from school</i>	Daily 15 mins	Parents and Children Together (PACT) book
	Willow	<b>Maths</b> <i>e.g. online maths activity. A Busy Ants unit newsletter provides optional extra activities</i>	Minimum of two per term	Online feedback or marked in class
		<b>Keyword spellings or phonics</b>	Post assessment at termly intervals	Part of routine class assessment

Year	Class	Activity	Frequency Duration	Feedback
3	Elm	<b>Reading with an adult</b> <i>Books from school</i>	Daily 15 mins	Reading Record
		<b>Maths</b> <i>e.g. online maths activity. A Busy Ants unit newsletter provides optional extra activities</i>	Alternative weeks (after first half term)	Online feedback or marked in class
4	Hazel	<b>Spellings</b> Patterns or words to learn (e.g. high frequency words)	Weekly	Part of routine class assessment
		<b>Topic</b>	Alternative weeks	Part of routine class assessment
3	Elm	<b>Reading with an adult</b> <i>Books from school</i>	3 times a week 15 mins	Reading Record
		<b>Maths</b> <i>e.g. online maths activity. A Busy Ants unit newsletter provides optional extra activities</i>	Alternative weeks	Online feedback or marked in class
4	Hazel	<b>Spellings</b> Patterns or words to learn (e.g. high frequency words)	Weekly	Part of routine class assessment
		<b>Topic</b>	Alternative weeks	Part of routine class assessment

Year	Class	Activity	Frequency Duration	Feedback
5 * 6	Maple	<p><b>Reading independently or with an adult.</b> <i>Books etc. from school or home</i></p> <p><b>Maths</b> <i>e.g. online maths activity. A Busy Ants unit newsletter provides optional extra activities</i></p> <p><b>Spellings</b> Patterns or words to learn (e.g. high frequency words)</p> <p><b>Topic</b></p>	<p>3 times a week 15 – 20 mins</p> <p>Weekly</p> <p>Weekly</p> <p>Alternative weeks</p>	<p>Reading Record</p> <p>Online feedback or marked in class</p> <p>Part of routine class assessment</p> <p>Part of routine class assessment</p>
	Oak	<p><b>Reading independently or with an adult.</b> <i>Books etc. from school or home</i></p> <p><b>Maths</b> <i>e.g. online maths activity, known facts to memorise (e.g. measure conversions)</i> <i>A Busy Ants unit newsletter provides optional extra activities</i></p> <p><b>SPAG (Spelling, Punctuation and Grammar) activity, exercise or investigation</b></p> <p><b>Topic</b> An open-ended or creative activity</p>	<p>On-going</p> <p>Weekly</p> <p>Weekly</p> <p>Half termly</p>	<p>Homework book managed by child, signed by adult</p> <p>Online feedback or marked in class</p> <p>Marked or feedback as appropriate</p> <p>Peer reviewed and/or displayed</p>

\*Homework may change in content and quantity in the run up to Key Stage 2 SATs.

## **Homework that is not completed**

Unless a note or message has been received from a parent or carer, Y5 and Y6 children will be expected to complete homework during their free time at school if it has not been handed in. Y3 and Y4 children may be asked to read during their free time at school if reading records show little evidence of reading taking place at home.

## **Role of the Head teacher and Governing Body**

- To check compliance of the policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

## **Role of Parents/Carers**

- To support the school by ensuring that their child attempts the homework set.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Batheaston Primary School, we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved, as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, we encourage you to talk to your child's teacher.

## **Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated, eg spellings and on line maths, or set homework that is accessible for all like topic ideas and reading books at each child's individual level.

Batheaston Primary School is committed to creating a positive climate that will enable everyone to work free from intimidation or harassment and to achieve their full potential. We are committed to supporting children whose families do not have access to the internet in a variety of ways.

## **Feedback**

Wherever possible, staff should try to mark any homework that is returned by children. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving children feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual children or to groups of children.

## **Absences**

If a child is absent due to illness, the teacher will not send homework home; the teacher will assume the child is too ill to work. If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. It is not possible to give homework when children take holidays during term time.

## **Conclusion**

We would like to request that parents or carers talk to their child's teacher if there are any issues with homework for whatever reason (reluctance, time issues, lack of confidence etc.). We will be keen to support your child to help avoid stress and build confidence and success.